



PRACTITIONER GUIDE

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Module A	
Essential Skills for Everyday Living	Practitioner Instructions
 <p>Fire Safety</p>	 <p>Fire Safety</p>
<p>Understanding fire safety is important to keep you, your family and your home safe.</p> <p>In this module you will:</p> <ul style="list-style-type: none"> • Learn about the most common causes of home fires and how to prevent them • Learn about smoke detectors • Create an evacuation plan for your home 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • To gain a better understanding of fire safety in the home • To understand the importance of smoke detectors • To understand the importance of developing and practicing an evacuation plan

Essential Skills								
								
Reading Text	Writing	Document Use	Numeracy	Oral Communication	Thinking Skills	Working with Others	Computer Use	Continuous Learning
<ul style="list-style-type: none"> • Reading Text is being able to comprehend text consisting of sentences and paragraphs • Writing is about creating written materials for a variety of purposes • Document Use is using labels, lists, signs, graphs, charts, tables, forms, and other similar materials • Numeracy includes money math, making calculations, estimating amounts, understanding time and measuring • Oral Communication is using speech for a variety of different purposes • Thinking Skills include planning, organizing, solving problems, making decisions and finding information • Working with Others is about being able to work cooperatively with other people • Computer Use is about being able to use any type of computerized technology • Continuous Learning is about learning new skills and gaining knowledge throughout your life 								
<p>Review the definitions of the nine Essential Skills with the learner.</p> <p>The Essential Skills Indicator can help the learner(s) understand their Essential Skills levels. If your learner(s) would like to determine their levels before starting have them complete the Essential Skills Indicator on the Human Resources and Skills Development Canada website. There are pre and post indicators for several Essential Skills. Use the level 1 pre-test indicator options. Choose one or two Essential Skills for the learner(s) to complete. The learner(s) will have an opportunity to complete the post-test options at the end of the module.</p> <p>The learner(s) will need an internet connection to access the online indicator. http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml</p>								



Pre Self Survey

- I want to learn more about things I can do to try to prevent a fire in my house.
- I have up to date smoke detectors in my home.
- We have an evacuation plan in place.

Introduce the topic to the learner(s). Ask them what they know about fire safety.

Review the Essential Skills that the learner will be using in this module.

Have the learner(s) complete the Pre Self Survey.



Vocabulary

collapsible ladder	A ladder that can be folded and stored in a small space.
combustibles	Things that burn easily.
ember	A small piece of glowing coal or wood.
evacuation plan	A plan showing how to leave a building if there is a fire.
fire drill	A rehearsal of what to do if there is a fire.
flammable	Something that can be easily set on fire.
fuse	A device for protecting an electric current.
ignite	To set fire to something or cause something to burn.
insulation	Materials that prevent heat, electricity or sound from passing through something.
licenced electrician	A person who has a licence to install or maintain electrical equipment
manufacturer	A company that makes a product such as a smoke detector.

Review the vocabulary with the learner. Remind the learner of the vocabulary as they work through the activities.

Add more words to the vocabulary list if the learner has difficulty with them.

smoke detector	A device that makes a sound to warn you that there is smoke.	
smoulder	To burn slowly with smoke but without a flame.	
upholstered	Furniture with covering and padding is upholstered.	
<p>Top 9 Causes of Home Fires</p> <p>There are many common causes of home fires. Here are nine of the top causes and ways that you can avoid them.</p> <p>1. Cooking If you are cooking on a stove and a pot or pan overheats, it can cause a fire. You should never leave the kitchen when you are cooking. Most kitchen fires happen when people get distracted and leave the kitchen. Keep combustibles (e.g. oven mitts, dish towels, paper towels) away from heat sources such as the stove top.</p> <p>2. Heaters You should have your furnace inspected every year by a qualified technician. If you have a real fireplace you should have your chimney checked and cleaned every year. Portable heaters should be kept far away from anything that can burn. Never use portable heaters to dry shoes or clothes.</p> <p>3. Careless Smoking You should never smoke in bedrooms. Smokers who are sleepy or drinking should never be left alone. If you smoke in your house, use large, deep ashtrays. Ashtrays should never be put close to anything that will burn.</p>		<p>Have the learner(s) read the passage and discuss the top 9 causes of household fires.</p> <p>Discuss with the learner(s) what their experience has been with the concept of fire safety. You might want to discuss where they have learned about fire safety in the past. You can also discuss whether they feel any of the top nine causes might be something they have experienced in their own home.</p> <p>Using the passage, have the learner(s) check their learning by answering the questions. Note: This can also be done as a discussion if you are working one-on-one with a learner or in a small group.</p>

You should always check your furniture for fallen cigarettes or embers. A cigarette butt can smoulder for hours before causing furniture to burst into flames.

4. Electrical Equipment

Make sure that your appliances don't have loose or frayed cords/plugs. Don't overload your outlets with too many plugs. Electrical wires should be under rugs or heavy furniture. Always use a licenced electrician to do electrical projects in your home.

5. Candles

Candles should always be in a sturdy holder on a flat surface. Lit candles should be away from combustibles and out of the reach of children or pets. Always make sure that you blow out lit candles before you leave the room.

6. Children Playing with Matches

Make sure that children do not have access to matches. Children are curious. They may start a fire just because they want to find out what happens when something burns.

7. Inadequate Wiring

Older homes and apartments can have inadequate wiring. This can be a fire hazard. Some common signs that you might have inadequate wiring are:

- 1) you have to disconnect one appliance to plug in another;
- 2) you have to use extension cords or "octopus" outlets;
- 3) fuses blow or circuit breakers trip frequently;
- 4) lights dim when you use another appliance.

8. Flammable Liquids

Many common household items are flammable. For example: fuels,

solvents, cleaning agents, thinners, adhesives, and paints. Flammable liquids can ignite or explode if they are not stored properly. The vapours from flammable liquids can easily ignite from high temperatures or weak ignition sources (one spark of static electricity). Don't store flammable liquids near a heating source. They should be kept in the proper containers and stored outside in cool, well ventilated areas.

9. Christmas Trees/Decorations

If you have a live Christmas tree you need to keep it watered. The water should be topped up daily. The tree should be away from all heat sources. Never use lights with frayed or damaged cords. Candles should never be put on or near the Christmas tree.





Check your learning

Name three common causes of house fires.

- 1.
- 2.
- 3.

What are three ways that you can avoid common house fires?

- 1.
- 2.
- 3.

Fire Safety Tips

Tip #1. Install Smoke Detectors

Modern household goods **produce smoke** quickly. Items that tend to catch on fire fast:

- Cooking oil and fat
- Upholstered furniture
- Insulation in electrical equipment
- Bedding

You should make sure that you have smoke detectors in your home.

They should be installed on **every level of your home**, and outside sleeping

Have the learner(s) read each “tip” passage and discuss briefly.

Tip#1: Discuss whether the learner(s) feels that they have an adequate number of smoke detectors in their house. If you have internet access have the learner(s) click on the link to watch the short slide show on smoke detectors.

Tip #2: Discuss the importance of checking smoke detectors regularly and replacing them on a schedule. If the learner(s) has a yearly agenda you could have them “schedule” when they will check their smoke detectors.

Tip #3: Discuss the need for a good evacuation plan. Point out that later in the module they will be creating their own plan.

Tip #4: Discuss the fact that the local fire department can be a

areas. Smoke rises so they need to be put on the ceiling or high on a wall.

There are two types of smoke detectors:

The first kind uses **ionization**. This type may respond more quickly to fast-flaming fire.

The second type uses **photoelectric technology**. This type may detect slow, smouldering fires more quickly.

The Canadian Safety Council recommends installing both types on every level of your home.

If you have any questions about your smoke detector, contact the manufacturer of your smoke detector. Manufacturers usually have a 1-800 number for customers to call.



great resource for fire safety and fire prevention. Have the learner(s) look up the contact information for their local fire department. If they are interested in getting more information or having a tour of the fire department have them call and set up an appointment.



Recording

Listen to this recording to hear how a smoke detector sounds:



Video

Watch this short video about smoke detectors. (Online only)

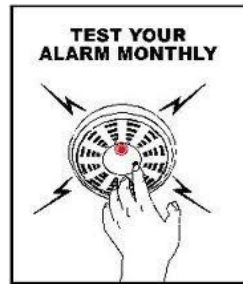
<http://www.youtube.com/watch?v=4LQ6uhXAzvk>

Tip #2. Check Smoke Detectors on a Regular Basis

All smoke detectors should be checked least once per month.

Use the test button to see if the battery is still working every month. Smoke detectors will make a low-battery warning sound when they need a new battery. Make sure you replace the battery when you hear the low-battery warning sound. Even if the low-battery warning hasn't made a sound and you have checked the smoke detector regularly you should still put a new

battery in at least once per year. Smoke detectors wear out so you should replace them after ten years.



Tip #3. Create an evacuation plan.

Create an evacuation plan for your home. Make sure your plan has at least two ways to get out of each room. Your plan should also have a meeting place for everyone outside of the house.



Make sure that everyone knows the fire escape plan. Review the plan and **practice** it. Have a home fire drill at least once a year.

Give everyone a copy of the evacuation plan. Post it somewhere in your house such as on the fridge. Share it with visitors who stay with you overnight.

Tip #4. Get More Information

For information on fire prevention and safety contact your local fire department. They can help you with smoke-detector placement and maintenance, and escape planning.





Activity

Use the telephone book to look up the address and phone number for the nearest fire department. Record the information:

Fire Department Address:

Phone Number: _____

Home Evacuation Plans

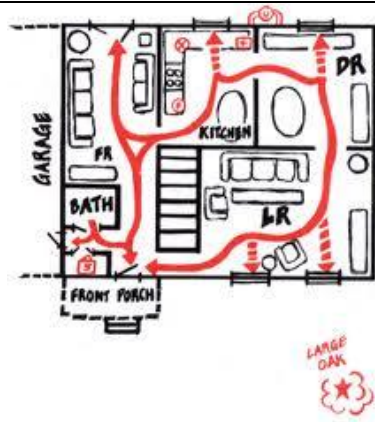
Having a home evacuation plan is very important. You need to make sure you have:

- A floor plan of your home that shows two ways out of every room- including windows.
- Approved collapsible ladders to escape from upper story windows.
- A plan to practice escaping from every room in the home. Make sure everyone understands the escape plan. Practice your plan at least twice per year. Make sure that everyone who lives in your home practices the plan.
- Teach children not to hide from firefighters.
- An outside meeting place where everyone will gather after you have escaped.

Have the learner(s) read the passage. Discuss whether the learner(s) already has an evacuation plan in place.

If you have internet access have the learner(s) click on the link to watch the short video on how to draw an evacuation plan.

Have the learners use the graph paper provided to create a floor plan of their home and draw escape routes.



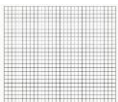
Watch this short video on how to draw a fire escape route. (Online only)
<http://www.youtube.com/watch?v=j634sgMX0O8&feature=relmfu>



Assignment

Create an Evacuation Plan

Draw a floor plan of your home using the grid paper. If your home has more than one story use two pieces of grid paper. Make sure that you show two ways out of every room. Windows that open can be used as a way out of a room. Show all the doors and windows. Make sure that you include a meeting place that is outside of your home on your evacuation plan.





Summary

1. Understanding the common causes of home fires and ways to prevent them are the first step to fire safety.
2. You should always make sure that you have enough smoke detectors. Smoke detectors need to be checked on a regular basis.
3. Making an evacuation plan that everyone in your home understands and follows may save you if you do have a fire.
4. If you want to find out more information about fire safety you can contact your local fire department.

Review the summary information with the learner(s).



Activity

Use the words from the vocabulary list below to complete the following sentences.

collapsible ladder
combustibles
ember
evacuation plan
fire drill

flammable
licenced electrician
smoke detector
smoulder
upholstered

Have the learner(s) review the new vocabulary by completing the “fill in the blank” activity.

1. Keep _____-(e.g. oven mitts, dish towels, paper towels) away from heat sources such as the stove top.
2. Have a home _____ at least once a year.
3. You need to make sure you have an approved _____
_____to escape from upper story windows.
4. _____ furniture will catch on fire fast.
5. Make sure that you include a meeting place that is outside of your home on your _____.
6. A _____ will wear out so you should replace it after ten years.
7. _____ liquids can ignite or explode if they are not stored properly.
8. If someone smokes in your home, you should always check your furniture for fallen cigarettes or _____.
9. Always use a _____ to do electrical projects in your home.
10. A cigarette butt can _____ for hours before causing furniture to burst into flames.



Post Self Survey

- I feel like I understand some ways to prevent a fire in my home.
- I will make sure I have up to date smoke detectors in my home.
- We have an evacuation plan in place.

Have the learner(s) complete the Post Self Survey.

The **Essential Skills Indicator** can the learner(s) understand their Essential Skills levels. If the learner(s) would like to complete the post-test options when the module is finished they can be accessed on the Human Resources and Skills Development Canada website. The learner(s) will need access to an internet connection to complete the online indicator.



http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml











Note: Only have the learner(s) complete the post-test indicator if they completed the pre-test indicator prior to starting the module.



Certificate

Prepare a certificate for the learner(s) upon completion of the module. See certificate on page 61.

Module B	
Essential Skills for Health	Practitioner Instructions
 <p>Understanding Health Care</p>	 <p>Understanding Health Care</p>
<p>Understanding health care is an important step in keeping yourself healthy. The information in this module does not replace information that you would get directly from a doctor.</p> <p>In this module you will:</p> <ul style="list-style-type: none"> • Learn about health care • Learn about the importance of regular check-ups • Become more familiar with common health care vocabulary • Practice talking to your doctor 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • To gain a better understanding about the health care system • To understand the importance of regular check-ups • To be more comfortable talking to a doctor

Essential Skills									
 Reading Text	 Writing	 Document Use	 Numeracy	 Oral Communication	 Thinking Skills	 Working with Others	 Computer Use	 Continuous Learning	<p>Review the definitions of the nine Essential Skills with the learner.</p> <p>The Essential Skills Indicator can help the learner(s) understand their Essential Skills levels. If your learner(s) would like to determine their levels before starting have them complete the Essential Skills Indicator on the Human Resources and Skills Development Canada website. There are pre and post indicators for several Essential Skills. Use the level 1 pre-test indicator options. Choose one or two Essential Skills for the learner(s) to complete. The learner(s) will have an opportunity to complete the post-test options at the end of the module.</p> <p>The learner(s) will need an internet connection to access the online indicator. http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml</p>
<ul style="list-style-type: none"> • Reading Text is being able to comprehend text consisting of sentences and paragraphs • Writing is about creating written materials for a variety of purposes • Document Use is using labels, lists, signs, graphs, charts, tables, forms, and other similar materials • Numeracy includes money math, making calculations, estimating amounts, understanding time and measuring • Oral Communication is using speech for a variety of different purposes • Thinking Skills include planning, organizing, solving problems, making decisions and finding information • Working with Others is about being able to work cooperatively with other people • Computer Use is about being able to use any type of computerized technology • Continuous Learning is about learning new skills and gaining knowledge throughout your life 									
 <p>Pre Self Survey</p> <ul style="list-style-type: none"> <input type="checkbox"/> I want to learn more about getting good health care. <input type="checkbox"/> I go to the doctor for regular check-ups. 									<p>Introduce the topic to the learner(s). Ask them what they know about the health care system in Canada.</p> <p>Review the Essential Skills that the learner will be using in this module.</p> <p>Have the learner(s) complete the Pre Self Survey.</p>

- I keep track of all the medicine that I take.
- I know when I need to go to the hospital or call 911.



Vocabulary

Allergy	A response by the body to something (e.g. pollen, fur, a particular food, or dust).
Ambulance	The vehicle that takes you to the hospital quickly in an emergency.
Appointment	A specific time you agree to meet or see someone.
Check-up	A visit to the doctor when you are not sick.
Clinic	A type of health care center, a place where you get health care.
Emergency	When there is a serious problem or dangerous situation and you need help right away.
Examining Room	A small room in a doctor’s office where the doctor sees and examines you.
Health History/Medical History Form	A form you fill out to tell the doctor which health problems you and your family have now or have had in the past.
Immunization	A shot or injection that prevents a disease. An immunization is sometimes called a “vaccine”, or “needle”.
Medication	A substance used for medical treatment. Medicines are something you use when you are sick and want to get better. You can also use medicines to stay healthy. Medicines are

Review the vocabulary with the learner. Remind the learner of the vocabulary as they work through the activities.

Add more words to the vocabulary list if the learner has difficulty with them.

	sometimes called drugs.	
Nurse	A person trained to care for the sick or infirm.	
Screenings	A medical test that checks for a certain health problem.	
Symptom	Something that shows you are sick.	
911	Dialing 911 is an IMMEDIATE way to contact local emergency services (law enforcement, fire or medical) during an emergency.	
<p>Introduction to the Health Care System</p> <p>The health care system in Canada can help you when you are sick. It can also help you stay healthy. Doctors and other health care providers are part of the health care system. Public health departments are also part of the health care system. Each province runs its own health care system in Canada.</p> <p>The health care system includes services like clinics, community health centers and hospitals. There are health care services that are available to all people.</p> <p>For example, EVERYONE has the right to call 911 in an emergency.</p> <p>To get good health care you need to understand how the health care system works. You also need to know what rights you have and how to get the health care you need.</p>		<p>Have the learner(s) read the passage and discuss the introduction to the health care system.</p> <p>Discuss with the learner(s) what their experience has been with the health care system.</p> <p>Using the passage, have the learner(s) check their learning by answering the questions.</p>



Check Your Learning

1. Name three parts of the health care system in Canada.
2. Who has the right to call 911 in an emergency?

Health Care Providers

There are many different kinds of health care providers. They all have different jobs or roles in the health care system.

Doctor	A doctor who provides general health care. This type of doctor is sometimes called a “general practitioner” or “family doctor”.
Specialist	A doctor who is an expert at something. There are many different types of specialists. For example, a gynecologist is a specialist for a woman’s reproductive system and child birth.
Nurse	Someone who is trained to help doctors and can give some treatments.
Nurse Practitioner	A nurse who has special training so that they can do check-ups and give some treatments.
Pharmacist	A person who can sell prescription drugs. In order to give you a drug they need to have a written prescription from a doctor.
Dentist	A doctor who provides care for people’s teeth and gums.
Therapist	Someone who is trained to help people learn to do

Review the different kinds of common health care providers that we have in Canada.

Have the learner(s) brainstorm other kinds of health care providers that they may have had experiences with.

Review the simple table to record health care information with the learner(s). Have them complete the chart. If they do not have the information available discuss where they might find the information. For example:

- In the phone book
- In a directory
- By searching online

Support the learner(s) to find the information and complete the simple form.

Discuss the importance of being able to find emergency information quickly and discuss where they might post or store the information.

	everyday tasks or improve physically.
Dietician	A person who is trained to help people understand how to have a healthy diet.



Assignment

Find and complete the following health care information for you and your family:

Family Doctor:	After Hours Clinic:	Pharmacy:
Phone number:	Phone number:	Phone number:
Address:	Address:	Address:
In an emergency call 911 Local hospital address:		

Keep a copy in your house by the telephone.

Check-ups

You should go to a doctor on a regular basis to have a check-up. Most people go for a check-up at least once per year. Children usually go for check-ups at least once per year. Babies go for check-ups more often.

If it is the first time you are going to a doctor or if you are going to a new doctor, you may need to fill out something called a **health history** or **medical history form**. This form will help your doctor understand you and your medical history. The form will ask you information about your health problems that you have now or problems that you have had in the past. It

Have the learner(s) read the passage and discuss the concept of check-ups.

Discuss the kind of information a doctor might ask at a check-up and what types of questions the learner(s) might want to ask.

If they feel comfortable with filling in the chart for themselves or a family member, have the learner(s) complete it. If they are uncomfortable using their own personal information, provide them with information for a fictitious character.

will ask you what medicines you take. It will ask you if you have ever been in the hospital or had an operation. The form will ask you about medical issues or conditions that other members of your family have. This information will help your doctor know more about you so that they can give you proper health care.

When you are filling out your form it is important to be honest and to give the correct information. If you are not sure about how to answer a question then do not fill it in. Ask for help.



Activity

Complete the chart below to help you prepare to go to a check-up and fill out a health history form.

My medicines that I take.	Health problems I have right now. Include allergies.	Health problems I have had in the past. Include operations and times that you have been in the emergency room or hospital.

Review the blank medical history form with learner(s). Discuss where they may have had to fill out similar forms.

Using the information from the first activity, have the learner(s) complete the medical history form.

Fill out the blank health history form.

Health History Form

This form is for use by the patient or the patient's family. It is not to be used by the physician or other health care provider. It is not to be used for insurance purposes.

Personal Information

Name: _____ Date: _____ Sex: Male Female

Address: _____ City: _____ Postal Code: _____

Home Phone: (____) _____-____ Work Phone: (____) _____-____ Cell Phone: (____) _____

Date of Birth: _____ Height: _____ Weight: _____

Health Care Number: _____ Occupation: _____

List all medicines that you are currently taking. (Include medicines sold as prescription drugs, over-the-counter drugs, vitamins, and herbs.)

Medicine Name	Dosage	Frequency	Other Notes

Are you allergic to any medications? Yes No If yes, which ones? _____

Previous Major Illnesses, Operations _____

Other Medical Conditions (e.g. hernia, diabetes) _____

Lifestyle Questions

Smokes: Yes No Do you suffer from stress? Yes No

Do you take alcohol? Yes No Regular Exercise? Yes No

Type _____ Frequency _____

Do you exercise? Yes No Type: _____ Frequency: _____

Family Medical History

Name	Relation	Age Diagnosed	Age at Death

What happens during a check-up?

When you go to the doctor's office, you will:





- Check in. This means you tell the person at the front desk your name and why you are there. They will ask you to give them your health card so they can record or check the information.
- Fill out forms. You may need to fill out a **health history form** if it is the first time you are at the doctor's office or if you have not been there for a long time.
- Wait in the waiting room until the nurse or doctor calls you.
- Go with the nurse to an **examining room**.
- The nurse may ask you to undress and wear a **gown** that will allow the doctor to examine you more easily. The nurse will leave the room while you change into the gown.
- Wait in the examining room until the doctor or nurse knocks on the door and comes in.
- Talk with your doctor about why you are there.

Have the learner(s) read the passage. Discuss whether what is outlined in the passage is similar to what they have experienced when going to the doctor for a check-up (if they have had that experience).

Review the case study with the learner(s) and discuss what they think John should do.

When you go for a regular check-up the doctor or nurse will check many different things to see how healthy you are. They will also ask you questions.

The doctor or the nurse will usually check your:

	Height and weight
	Heart and lungs
	Eyes, Ears, Throat, Mouth
	Blood pressure

- You may get tests or **screenings** to make sure you do not have certain health problems.
- Children often get **immunizations** or shots at a checkup to help **prevent** sickness.
- The doctor will talk to you about what you can do to stay healthy. You may need to eat differently, **exercise**, or take medicine.
- You should talk to the doctor and ask questions about the checkup or anything else about your health.

Make a list of three questions that you would ask your doctor at a check-up:

- 1.
- 2.
- 3.

If you do not have a doctor you can go to a community clinic or health care centre for a check-up. You need to call and book an appointment before you go.



Case Study

John has just moved to Brownstone Lake with his wife and two children. His children are ages 2 and 4. He has contacted the only local doctor in Brownstone Lake who is taking patients but cannot get an appointment for six months. His youngest child is due for an immunization this month. Brownstone Lake is a very small community and does not have a hospital but there is a local Health Care Unit listed in the telephone book. What should John do?



Reading for Living

Influenza is a common virus that we can get immunized for. Read this fact sheet on influenza.

Read the fact sheet with the learner(s).

Have the learner(s) check their learning by answering the questions that follow.

INFLUENZA FACT SHEET

Influenza (Seasonal Flu) and the Influenza Vaccine

What is influenza?

Influenza (the flu), is a virus that comes around each fall (making it seasonal) that causes fever, chills, muscle aches, headache, runny nose, cough, weakness and tiredness. These symptoms usually last two to seven days. The cough and weakness may last for up to six weeks. Children may have stomach symptoms such as nausea, vomiting and diarrhea.

Who is at risk?

Everyone is at risk of getting the flu. Although most people will not get seriously ill, some people may develop flu-related complications such as lung infections (pneumonia), ear infections, dehydration (loss of body fluids) and, in rare cases, death. People most at risk include:

- People who are obese;
- children less than two years of age;
- people 65 years of age and older;
- residents of long-term care homes or chronic-care facilities; and
- people with chronic health conditions such as diabetes, cancer, lung, heart or kidney disease; pregnant women

How is the flu spread?

You can get the flu if you are coughed or sneezed on by someone who has the flu. Touching hands, surfaces or objects that someone with the flu has touched and then touching your eyes, nose or mouth can all lead to getting the flu.

Who should get the influenza vaccine?

Everyone who is six months of age or older should get the flu shot, unless there is a medical reason that prevents you from getting the vaccine. If you are at high risk for flu-related complications (see "Who is at risk?") or live or work with people who are at high risk (e.g. healthcare workers and essential community services staff), getting the flu shot is important.

How many doses of the vaccine do I need?

Adults should receive one shot each year. Children between six months and eight years of age who never had a seasonal flu shot should receive two doses the first year they get vaccinated. These two doses should be received at least one month apart. They need one shot each year after that.

Adapted from Toronto Public Health Influenza Fact Sheet, October 2011

10



Check-in

1. What is the flu?
2. Name three groups of people that are most at risk?
3. Are you in an at risk group? If so, which one?



Forum (What do you think?) Online only.

You will need internet access to complete this activity. If you do not have internet access, skip this activity.

Watch this short video about getting a flu shot.

http://www.youtube.com/watch?v=zTYrj7Cp_H0&feature=youtube_gdata

Many people do not want to get flu shots. What do you think about getting the flu shot?

What if I am sick?

If you are sick you should go to see a doctor or visit a clinic as soon as possible. You should call to make an appointment. When you call them you should tell them:

- What your symptoms are.
- How long you have been feeling sick.

If you cannot talk to the doctor or someone at a clinic right away, you might be able to call a service such as Telehealth in Ontario. Tell them what your symptoms are and how long you have been feeling sick. Ask them what you should do.

The doctor or clinic may make an appointment for you right away or they may tell you to go to the Emergency if they feel the situation is too serious to wait.

Have the learner(s) watch the short video about getting a flu shot.

Have learner(s) discuss what their opinion is about getting a flu shot.

Note: If you don't have access to internet to view a video when working with the learner(s) you can still have a discussion about getting the flu shot.

Have the learner(s) read the passage and discuss the options when they are sick.



Reading for Living (Online only)

You will need internet access to complete this activity. If you do not have internet access, skip this activity.

Click on the link to learn more about Telehealth in Ontario:
<http://www.health.gov.on.ca/en/public/programs/telehealth/>

Note: If the link is no longer active, use the search term “Telehealth Ontario” to find information on the internet.

1. What is Telehealth?
2. What is the phone number for Telehealth?
3. Who do you talk to when you call Telehealth?
4. List three reasons why you would call Telehealth.
5. If you have an emergency should you call Telehealth or 911?

Have the learner(s) click on the link to access the Telehealth website. Note: If you live in another province, you may want to replace this activity with a comparable service.

Review the site with the learner(s) as they find the information required to answer the questions.

If you don't have internet access to complete this activity when working with the learner(s) you could print it off of the website in advance and use a print-based version.

What is an Emergency?

It is important to know when you should make an appointment to go to see your doctor and when it is an emergency and you should call 911.

Emergency health care is when a person is so sick or so injured that he or she may not live without quick help from a doctor.

Here are some examples of emergencies.

- A heart attack
- A bad traffic accident
- A person is unconscious
- Gunshot and knife wounds

Have the learner(s) read the passage and discuss what the term “emergency” means. Discuss whether the learner(s) have ever experienced a situation that would be classified as an emergency.

Discuss each of the scenarios and have the learner(s) decide if they would be classified as an emergency.

- A person can't breathe
- Drowning
- A poisonous snake bite

To get help in an emergency, use any phone to **call 911** immediately:

- Tell what the emergency is.
- Answer all questions.
- If you cannot understand the questions, tell the emergency operator. **DO NOT HANG UP** the phone.
- Wait with the injured or sick person until the **ambulance** arrives.

The ambulance driver will decide what hospital to go to.


Usually even if you know the injured or sick person, you cannot ride in the ambulance. You must get to the hospital another way. Make sure you ask the ambulance driver what hospital they are going to.



Activity

Decide whether each situation is an emergency (call 911) or not (call the doctor or a clinic). Check the correct answer.

Situation	This is an emergency Call 911	This is not an emergency. I need to call my doctor or make an appointment at the clinic.
Your daughter has tripped and fallen. She says her arm really hurts and she won't stop crying.		
You have sharp pains in your chest that won't stop. They		

are getting worse and you are also having trouble breathing.			
You have felt sick all morning and just vomited.			
You have a headache			
<p>Talking to your Doctor</p>  <p>A doctor can help you stay healthy. You should talk to your doctor about your health and how to stay healthy. You can ask your doctor questions about your health problems or things that you are concerned about. If you don't understand something you should ask your doctor to explain it again.</p> <p>You have the right to ask your doctor questions. Each time you see a your doctor you should make sure that you understand the answer to the following three questions:</p> <ul style="list-style-type: none"> • What is wrong with me? • What do I need to do? • Why do I need to do this? <p>If you don't understand what your doctor is telling you here are some things that you can do:</p> <ul style="list-style-type: none"> • Tell the doctor that you do not understand. • Ask the doctor to tell you again. • Ask the doctor to draw you a picture. • Ask the doctor to write it down for you. 			<p>Have the learner(s) read the passage. Discuss the types of questions you would ask your doctor. Discuss the various way you could have a doctor clarify or repeat information.</p> <p>Role play a doctor-patient discussion using the questions provided. If the learner(s) are uncomfortable sharing their own personal information, have them pretend that they are a fictitious person.</p>



Discussion

Practice talking to your doctor by answering the following questions your doctor might ask you with your tutor or instructor. If you don't understand the question, make sure you tell your instructor.

- Do you have a history of any chronic illnesses in your family?
- Are you allergic to any medications?
- Do you take any medication regularly?
- How much activity do you get each week?
- Have you had headaches lately?
- Are you feeling well?
- Is there anything that you are concerned about?



Activity

Work with a partner or your tutor. One person is the patient and one person is the doctor. Each person gets a patient card or a doctor card. Spend five minutes planning what you are going to say to the other person. Pair off and discuss.

Patient card

You have a cold, fever and headache for two weeks. You have been taking medicines at home, but you do not feel any better.

Doctor card**Illness description:**

Your patient has been suffering from a bad cold, headache and fever for two weeks. The

Review the information on the cards with the learner(s). Have them plan what they will say. Encourage them to take down point form notes about what they will say.

Role-play a doctor-patient discussion using the information on the cards.

<p>Your body hurts and you don't feel like eating or drinking anything. Every time you eat something you throw up.</p> <p>Task: You are going to see the doctor today. Plan what you are going to say to the doctor. Write it down.</p>	<p>patient has taken medicines and does not feel better yet. To make things worse the patient can't eat. Every time the patient eats, s/he vomits.</p> <p>Task: Plan your response to the patient, suggest as many solutions as you can think of. Write it down.</p>	
<p>Patient card</p> <p>You feel very sick. You have a fever and headache. You feel tired, your joints hurt badly and you feel very weak. You don't feel like eating anything. You have been keeping warm but you still feel bad.</p> <p>Task: You are going to see the doctor today. Plan how you are going to explain what is wrong with you to your doctor. Write it down.</p>	<p>Doctor card</p> <p>Illness description:</p> <p>Your patient has a fever and headache. The patient feels tired and his/her joints hurt.</p> <p>S/he has lost his/her appetite.</p> <p>Task: Plan your response to the patient, suggest as many solutions as you can think of. Write it down.</p>	
<p>Patient card</p> <p>A few weeks ago you tripped on ice and broke your wrist. The broken wrist hurts badly. You feel uncomfortable and spend most of your time in bed.</p> <p>Task: You are going to see the doctor today.</p> <p>Plan what you are going to say to your doctor to explain how you feel. Write it down.</p>	<p>Doctor card</p> <p>Illness description:</p> <p>Your patient has a broken wrist. His/her wrist hurts badly.</p> <p>Task: Plan your response to the patient, suggest as many solutions as you can think of. Write it down.</p>	



Summary

1. Poor health can prevent us from doing many of the things we want and need to do.
2. Good health care is an important part of an active and happy life.
3. It is important to know how you can get proper health care.
4. Sickness can often be treated and prevented by having regular check-ups with your doctor.
5. There are many steps that individuals, families, and communities can take to improve health.
6. You can learn how to help yourself and others to enjoy better health.

Review the summary information with the learner(s).



Activity

Match the health care words with the correct meaning. Draw a line from the word in the first column that matches the meaning in the second column.

Have the learner(s) review the new vocabulary by completing the matching activity.

Allergy	A shot or injection that prevents a disease. An immunization is sometimes called a "vaccine", or "needle".
Ambulance	A substance used for medical treatment. Medicines are something you use when you are sick and want to get better. You can also use medicines to stay healthy. Medicines are sometimes called drugs.

Appointment	A specific time you agree to meet or see someone.	
Check-up	Something that shows you are sick.	
Clinic	A visit to the doctor when you are not sick.	
Emergency	Dialing 911 is an IMMEDIATE way to contact local emergency services (law enforcement, fire or medical) during an emergency.	
Examining Room	When there is a serious problem or dangerous situation and you need help right away.	
Health History/Medical History Form	A medical test that checks for a certain health problem.	
Immunization	The vehicle that takes you to the hospital quickly in an emergency.	
Medication	A form you fill out to tell the doctor which health problems you and your family have now or have had in the past.	
Nurse	A response by the body to something (e.g. pollen, fur, a particular food, or dust).	
Screenings	A type of health center, a place where you get health care.	
Symptom	A person trained to care for the sick or infirm.	
911	A small room in a doctor's office where the doctor sees and examines you.	



Post Self Survey

- I feel like I understand how to get proper health care
- I will go to the doctor for regular check-ups
- I feel like I can talk to my doctor

Have the learner(s) complete the Post Self Survey.

The **Essential Skills Indicator** can help the learner(s) understand their Essential Skills levels. If the learner(s) would like to complete the post-test options when the module is finished they can be accessed on the Human Resources and Skills Development Canada website. The learner(s) will need access to an internet connection to complete the online indicator.



http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml










Note: Only have the learner(s) complete the post-test indicator if they completed the pre-test indicator prior to starting the module



Certificate

Prepare a certificate for the learner(s) upon completion of the module. See certificate template on page 63.

Module C	
Essential Skills for Social Participation	Practitioner Instructions
 <p>Understanding Government and the Legal System in Canada</p>	 <p>Understanding Government and the Legal System in Canada</p>
<p>Understanding the government and the legal system is an important part of being a citizen in Canada.</p> <p>In this module you will:</p> <ul style="list-style-type: none"> • Learn about politics and levels of government in Canada • Review the process for voting in elections • Find out about your rights as a Canadian under the Canadian Charter of Rights and Freedoms • Learn about the court system in Canada 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Gain a better understanding about the levels of Canadian government and responsibilities of each level • Recognize the importance of voting • Understand basic rights that the Charter offers all Canadians • Know the basic levels of the court system in Canada

Essential Skills									
 Reading Text	 Writing	 Document Use	 Numeracy	 Oral Communication	 Thinking Skills	 Working with Others	 Computer Use	 Continuous Learning	<p>Review the definitions of the nine Essential Skills with the learner.</p> <p>The Essential Skills Indicator can help the learner(s) understand their Essential Skills levels. If your learner(s) would like to determine their levels before starting have them complete the Essential Skills Indicator on the Human Resources and Skills Development Canada website. There are pre and post indicators for several Essential Skills. Use the level 1 pre-test indicator options. Choose one or two Essential Skills for the learner(s) to complete. The learner(s) will have an opportunity to complete the post-test options at the end of the module.</p> <p>The learner(s) will need an internet connection to access the online indicator. http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml</p>
<ul style="list-style-type: none"> • Reading Text is being able to comprehend text consisting of sentences and paragraphs • Writing is about creating written materials for a variety of purposes • Document Use is using labels, lists, signs, graphs, charts, tables, forms, and other similar materials • Numeracy includes money math, making calculations, estimating amounts, understanding time and measuring • Oral Communication is using speech for a variety of different purposes • Thinking Skills include planning, organizing, solving problems, making decisions and finding information • Working with Others is about being able to work cooperatively with other people • Computer Use is about being able to use any type of computerized technology • Continuous Learning is about learning new skills and gaining knowledge throughout your life 									



Pre Self Survey

- I want to learn more about what each level of government in Canada does.
- I feel comfortable voting in elections.
- I understand the rights and freedoms that the Charter protects.
- I would like to understand the different levels of courts in Canada.

Introduce the topic to the learner(s). Ask them what they know about the government and the legal system in Canada.

Review the Essential Skills that the learner will be using in this module.

Have the learner(s) complete the Pre Self Survey.



Vocabulary

Appeal	A legal proceeding by which a case is brought before a higher court for review of the decision of a lower court.
Ballot	A piece of paper or card which has the names of the candidates, their political parties and a place for the voter to indicate who they want to vote for.
Ballot Box	A cardboard box with a narrow slot on top where all the ballots are placed until the polls close and the votes are counted. There is one ballot box at each polling station.
Candidate	A person who is nominated for election. A person who seeks election to public office.
Citizen	A resident of a city, town or country, who is allowed to vote and enjoy other privileges.
Civil action	A legal action to protect a private civil right.
Court	A tribunal presided over by a judge in civil and






Review the vocabulary with the learner. Remind the learner of the vocabulary as they work through the activities.

Add more words to the vocabulary list if the learner has difficulty with them.

	criminal cases.	
Criminal Offence	When someone breaks the law.	
Democracy	A form of government in which people elect others to represent their opinions and beliefs. Something is democratic when it relates to or supports a democracy.	
Eligible	A person is considered eligible when they are qualified to participate or be chosen.	
Jurisdiction	The power, right, or authority to interpret and apply the law.	
Majority	The greater number or part of a number that is more than half of the total. For example, the candidate with the majority of the votes is the one that is elected.	
Party platform	A set of beliefs and promises of a political party.	
Politics	The art or science of government or governing. Related to the structure or affairs of government.	
Polling station	The place where you go to vote. Each person is assigned to a specific polling station.	
Violation	Infringement, or breaking a law, rule or right.	
<p>Politics and Levels of Government</p> <p>What is politics? It is sometimes described as the “art and science of government”. It is the way decisions are made among a small group of people that affect larger groups of people. In democratic societies like Canada, we believe that everyone should have a say in such decisions. However, it is easy to see how it could be very hard to reach any agreements this way.</p> <p>In Canada, we have a system of party politics. There are many political parties in Canada.</p> <p>Each political party has something called a party platform. The party</p>		<p>Have the learner(s) review the passages on Politics and Levels of Government.</p> <p>Discuss how these three levels of government are similar to the three levels that operate within an adult learning centre. The executive director or manager (federal) is responsible for the overall operation of the program as well as the instructors and budget. The instructor or tutor (provincial) is responsible for delivery of curriculum, day to day running of the program. The learners (municipal) are responsible for their own learning and to contribute in positive ways to the adult learning community.</p>

platform is the beliefs and promises of the political party. Voters can learn about the party platform when an election is called to help them decide who to vote for. Some people also vote based on individual candidates, not the political parties they belong to.

Main Political Parties in Canada

the Conservative Party	
the Bloc Quebecois	
the Green Party	
the Liberal Party	
the New Democratic Party	

In Canada there are three different levels of government. As citizens, we have the right to elect people to each level of government. There is the federal or national level, for which we elect Members of Parliament (MPs). The MPs meet in Canada’s capital, Ottawa. There are provincial and

Have the learner(s) watch the short video on the responsibilities of the different levels of government.

Extended activity: Have the learner(s) research who is their local provincial or territorial representative. They should find out their representative and the political party they are affiliated with, as well as the number of years they have spent in office.

territorial governments for which we elect Members of Legislative Assembly (MLAs), Members of the House of Assembly (MHAs), Members of National Assembly (MNAs) or Members of Provincial Parliament (MPPs), depending on which province or territory. Finally, there is government at the level of cities and municipalities, for which we elect city counsellors, mayors, reeves, school board trustees, etc.

Each level of government is responsible for different things.



Levels of Government

Level	Types of officials we elect	What is this level of government responsible for
Federal (or National)	Members of Parliament (MPs)	<ul style="list-style-type: none"> • National Security • Defence • Military • International Relations • Citizenship and Immigration • Money

		<ul style="list-style-type: none"> • Banking • Postal Service
Provincial or Territorial	Members of Legislative Assembly (MLA'S), or Members of House of Assembly (MNA's), or Members of Provincial Parliament (MPP's) They have different names depending on the province or territory.	<ul style="list-style-type: none"> • Schools • Education • Health Care Delivery • Social Assistance • National Resources • Licences
Municipal	Mayors, City Counsellors, Reeves, School Board Trustees	<ul style="list-style-type: none"> • Libraries • Snow Removal • Transit • Building Permits • Property Taxes • Water • Waste Management



Discussion

Think about how the levels of government compare to the different roles (executive director/manager, instructor/tutor, and learner) in an adult learning program. Discuss this in a small group or with your instructor or tutor.



Video (Online only)

You will need internet access to complete this activity. If you do not have internet access, skip this activity.

Click on the link to watch this short video on what each level of government is in charge of.

<http://youtu.be/AVE3OsR5W-0>



Optional Activity

Use the internet or other means (e.g., library, local MPP office) to find out who your provincial or territorial representative is and answer the following questions.

1. What is the name of the representative?
2. What political party do they belong to?
3. When were they elected?
4. How long have they been in office?

Voting

No system of government is perfect. One way of making a system better is for people to vote. The more people who vote, the better chance that the people in power do what the majority of the citizens want.

It is important for all citizens to vote for all three levels of government. Although the elections happen at different times for the different levels of government, the elections all use a similar process.

When there is an upcoming election, you will usually receive something called a Voter Information Card in the mail. Your voter Information Card has the address where you can vote and the hours you can vote at the polling station. The polling station is the place where you go to vote. If you receive your Voter Information Card in the mail it means that you are registered to vote.

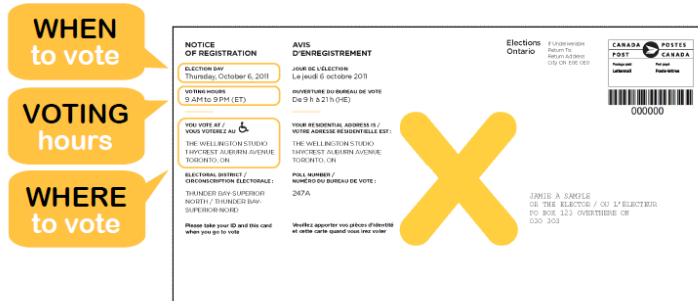
This is an example of a Voter Information Card for a federal election:



Different levels of government have different names for this card. This is an example of a Notice of Registration card for a provincial election:

Have the learner(s) review the passage on elections. Discuss the importance of voting as part of everyone's role as a citizen of Canada.

After they have read the passage have them write a short paragraph describing how they prove their identity and residence at the polling station. This activity could be modified to allow the learner to describe the ways to you instead of writing them.



If you don't receive a card and you want to vote, you will need to register.

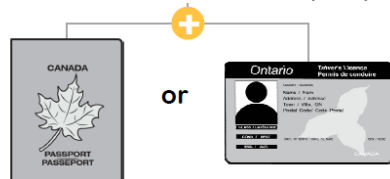
To register as a voter you'll need to:

- fill out a form (you can return it by mail, by fax or in person)
- certify that you are a Canadian citizen who will be 18 or older on election day, and
- prove your identity and address

What do I need to bring with me to vote?

When you get to the polling station you will have to prove who you are and where you live. There are three ways to do this:

- 1) Show government issued identification with a photo, name and address (such as a driver's licence or a passport)

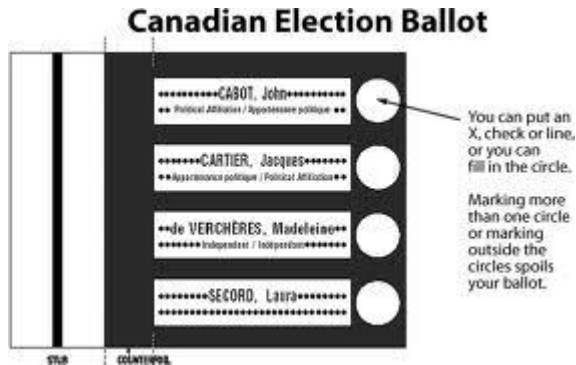


- 2) Show two pieces of identification with your name on them, one of which must have your address (such as your health card and a hydro bill)



3) Take an oath and have someone vouch for you (such as a roommate or neighbour)

After you prove who you are, you can vote. You fill in a ballot to show who you want to vote for. You can only choose one candidate. You put an “x”, “line”, or “check-mark” in the circle to show who you want to vote for. If you fill in more than one circle your ballot is “spoiled” and it won’t count.



You vote in private behind a screen.



After you have finished voting you fold your ballot and put it in the ballot box.



Someone who is homeless can register to vote as long as they provide the address of a shelter that has provided food or lodging. The administrator of the shelter must provide a note confirming that the person stays there.



Assignment

Write a short paragraph describing the different ways to prove who you are and where you live at the polling station.

The Canadian Charter of Rights and Freedoms



The Canadian Charter of Rights and Freedoms is a bill of rights that is part of the Constitution of Canada. It is also known as The Charter of Rights and Freedoms or simply the Charter. In French it is called La Charte canadienne des droits et libertés. The Charter guarantees civil rights of everyone in Canada from the policies and actions of all areas and levels of government.

The Canadian Charter of Rights and Freedoms is one part of the Canadian Constitution. The Constitution is the supreme law of Canada. The Constitution is a set of laws containing the basic rules about how our country operates. For example, it explains the responsibilities of the federal government and those of the provincial governments in Canada.

The Charter came into effect on April 17, 1982.

The Charter sets out rights and freedoms that Canadians believe are necessary in a free and democratic society. Some of the rights and freedoms contained in the Charter are:

- **equality rights:** equal treatment before and under the law, and equal protection and benefit of the law without discrimination
- **democratic rights:** the right to participate in political activities, to vote and to run for political office
- **legal rights:** the right to be presumed innocent until proven guilty,

Review the passage on the Charter with the learner(s) and discuss the various categories of rights that are protected under the Charter.

Have the learner(s) watch the short video that summarizes Charter rights.

Have the learner(s) click on the link to access the virtual Charter. Review some of the Charter sections with the learner(s) that are summarized in the activity. If you don't have access to the internet, you could obtain a copy of the Charter for the learner(s) to interact with.

After the learner (s) has worked through the materials on the Charter, discuss what they feel are the most important rights that are protected under the Charter.

the right to retain a lawyer and to be informed of that right, and the right to an interpreter in court proceedings

- **mobility rights:** the right to enter and leave Canada, and to move to and to live in any province or territory
- **language rights:** the right to use either the English or the French language in communications with Canada's federal government and some of Canada's provincial governments
- **minority language education rights:** French and English minorities in every province and territory have the right to be educated in their own language

All Canadians also enjoy fundamental freedoms of religion, thought, expression, peaceful assembly, and association.

Generally speaking, any person in Canada, such as a Canadian citizen, a permanent resident or a newcomer, has the rights and freedoms contained in the Charter.



Video (Online only)

You will need internet access to complete this activity. If you do not have internet access, skip this activity.

Watch this short video about the Charter of Rights and Freedoms:

<http://youtu.be/DA6QAdK0mtA>

Since the Charter is part of the Constitution, laws that limit Charter rights may be invalid. This makes the Charter the most important law we have in Canada. The fact that the Charter is part of the Constitution also means that governments must try to make sure that new laws are consistent with it.

What can I do if my Charter rights have been denied?

The Charter has three kinds of actions that people can take if their rights have been denied. These actions are called legal "remedies".

Action 1: The Charter says that a person can ask a court for a remedy that is "appropriate and just in the circumstances". For example, a court may stop a court case against someone who is charged with an offence because they did not have a trial within a reasonable time.

Action 2: If someone is carrying out a government investigation (for example, police officers) and they violate an individual's Charter rights the Charter says they can ask the court for a remedy. An example of this might be if someone's right to privacy is violated due to an improper search. In this situation, the person can ask a court to order that the evidence not be used against the person in a trial.

Action 3: If a court finds that a law violates Charter rights, it can rule that the law has no force or is no longer a law.



Reading for Living (Online only)

You will need internet access to complete this activity. If you do not have internet access, skip this activity.

Explore the virtual Charter of Rights and Freedoms by clicking on this link:
http://www.charterofrights.ca/en/27_00_01



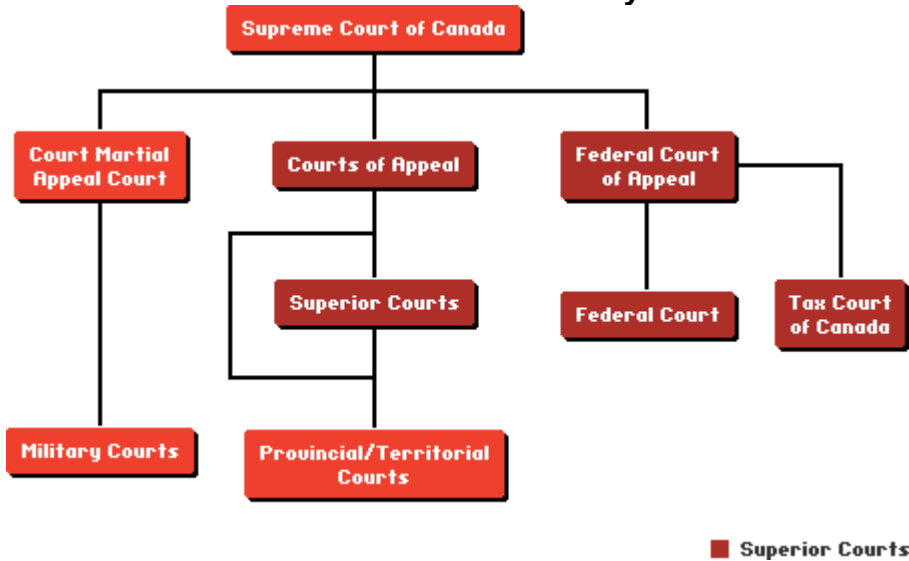
Forum: What do you think?

What do you think are the most important rights that are protected under the Charter? Discuss with your tutor or instructor.

The Court System in Canada

There are different levels of courts in Canada. Different courts have different responsibilities.

Outline of Canada's Court System



Have the learner(s) review the chart that outlines the Canadian court system. After they review the chart, have the learner(s) read the passage to learn about the different levels of courts. Encourage them to refer back to the chart as they read the passage.

Once the learner(s) has reviewed the chart and the passage they can answer the questions to check their learning.

Source: The Canadian Superior Courts Judges Association (CSCJA)
http://www.cscja-acjcs.ca/structure_of_courts-en.asp?l=4 (last accessed July 31, 2012)

[The material in this section was adapted from this website. Please see the disclaimer below:](#)

Please note: The information contained in this section is intended to provide a simple overview of the Canadian Justice System. While every effort has been made to ensure the accuracy of the information, the Association makes no pronouncement on the practices & procedures employed across the country or on the likely outcome of any legal proceedings. The circumstances of any particular case may result in a modification or refinement of the law and its application. Nothing contained in this section is intended to be considered as legal advice and you should not rely upon it as such. For legal advice, please consult an authorized practitioner in your area.

Supreme Court of Canada

The Supreme Court of Canada is the highest court in Canada. It is in Ottawa. There are nine judges on the Supreme Court. They come from different parts of the country. The Supreme Court can review lower-court rulings on any legal issue. The Supreme Court hears about 100 cases per year. The Supreme court usually only reviews cases that are of national importance.

Superior Courts

Each province and territory has two levels of superior court. One level hears trials and the other level hears appeals. The trial court has various names, depending on the province or territory.

Province or Territory	Name of Superior Trial Court
Quebec	Superior Court
Ontario	Superior Court of Justice
Alberta	Court of Queen's Bench
Manitoba	Court of Queen's Bench
New Brunswick	Court of Queen's Bench
Saskatchewan	Court of Queen's Bench
Nunavut	Court of Justice
Other provinces and territories	Supreme Court

Superior courts handle criminal offences, divorces, civil cases involving large amounts of money and Charter challenges.

Decisions made by judges at the trial court can be appealed to the Court of Appeal or the Appeal Division. The Court of Appeal or Appeal Division is the highest court within the province or territory.

There are three other types of Superior Courts:

- The Federal Court and the Federal Court of Appeal handle issues that arise under federal laws and appeals from the decisions of federal tribunals or courts.
- The Tax Court deals specifically with disputes between taxpayers

and the federal government over tax assessments.

- The Court Martial Appeal Court of Canada hears appeals from military courts which are known as "courts martial."

Provincial and Territorial Courts

All of the provinces and territories have courts under the superior courts as well. These courts deal with most criminal offences except the most serious ones such as murder. They also handle violations of provincial laws.

In Quebec, this level of court also deals with civil matters involving up to \$70,000 and disputes over provincial taxes.

Provinces and territories have Small Claims Courts. These courts deal with civil actions involving small amounts of money.

Youth Courts deal with young persons between the ages of 12 and 18 charged with criminal offences.



Check your learning

1. What is the Superior Trial court called in your province or territory?
2. What do Small Claims Courts deal with?
3. What is the highest court in Canada?



Summary

Having a basic understanding of the government and legal system in Canada is the first step in being able to participate fully as a citizen.

- Canada has a system of party politics with several different parties.
- Each party has a platform or set of beliefs and promises that help us decide who to vote for.
- You have to vote to have your views represented.
- The Charter of Rights and Freedoms guarantees that Canadians are free from discrimination.

Review the summary information with the learner(s).



Post Self Survey

- I have a better understanding of what each level of government in Canada does.
- I feel comfortable voting in elections.
- I understand the rights and freedoms that the Charter protects.
- I know what the different levels of courts in Canada are.

Have the learner(s) complete the Post Self Survey.

The **Essential Skills Indicator** can help the learner(s) understand their Essential Skills levels. If the learner(s) would like to complete the post-test options when the module is finished they can be accessed on the Human Resources and Skills Development Canada website. The learner(s) will need access to an internet connection to complete the online indicator.

http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml

Note: Only have the learner(s) complete the post-test indicator if they completed the pre-test indicator prior to starting the module



Certificate

Prepare a certificate for the learner(s) upon completion of the module. See certificate template on page 65.

Certificate of Completion

This Certificate is presented to

on this ____ day of _____

for completion of

Essential Skills for Everyday Living: **Fire Safety**

Agency _____ Signature _____



Certificate of Completion

This Certificate is presented to

on this ____ day of _____

for completion of

Essential Skills for Health Care:
Understanding Health Care

Agency _____ Signature _____



Certificate of Completion

This Certificate is presented to

on this ____ day of _____

for completion of

Essential Skills for Social Participation:
**Understanding Government and the Legal System
in Canada**











Agency _____ Signature _____



Module Planning Template

The module planning template can be used as a guide for practitioners to develop their own thematic modules for learner(s). The template provides ideas for activities that can be included when developing a module.

Module Planning Template	
Essential Skills for <input type="checkbox"/> Everyday Living <input type="checkbox"/> Health Care <input type="checkbox"/> Social Participation	Practitioner Notes
Topic:	Topic:
Understanding (insert topic) In this module you will: <ul style="list-style-type: none"> • Learn about... • Create.... • Become familiar with... • Practice... • Review... • Find out about... 	Learning Outcomes <ul style="list-style-type: none"> • To gain a better understanding of... • To understand or recognize the importance of... • To be more comfortable...

Essential Skills									
 Reading Text	 Writing	 Document Use	 Numeracy	 Oral Communication	 Thinking Skills	 Working with Others	 Computer Use	 Continuous Learning	<p>Include a review of the nine Essential Skills.</p> <p>The Essential Skills Indicator can help the learner(s) understand their Essential Skills levels. The indicator can be found on the Human Resources and Skills Development Canada website. There are pre and post indicators for several Essential Skills. Choose one or two Essential Skills for the learner(s) to complete. Include an opportunity for the learner(s) to complete the post-test options at the end of the module.</p> <p>The learner(s) will need an internet connection to access the online indicator. http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml</p>
<ul style="list-style-type: none"> • Reading Text is being able to comprehend text consisting of sentences and paragraphs • Writing is about creating written materials for a variety of purposes • Document Use is using labels, lists, signs, graphs, charts, tables, forms, and other similar materials • Numeracy includes money math, making calculations, estimating amounts, understanding time and measuring • Oral Communication is using speech for a variety of different purposes • Thinking Skills include planning, organizing, solving problems, making decisions and finding information • Working with Others is about being able to work cooperatively with other people • Computer Use is about being able to use any type of computerized technology • Continuous Learning is about learning new skills and gaining knowledge throughout your life 									
 <p>Pre Self Survey</p>				<p>Create a Pre Self Survey related to the learning outcomes for the learner(s) to complete before they get started.</p>					



Vocabulary

Create a list of new vocabulary words with definitions that will be used in the module.

Content Blocks



Reading



Recordings



Video



Case Study

Add content related to the topic for the learner to work with. Use authentic materials whenever possible. For example:

- magazine articles,
- newspaper articles,
- online resources,
- flyers,
- brochures,
- tables,
- recordings,
- videos

Try to incorporate as much variety as possible to address a variety of learning styles.

Activities



Activity



Assignment



Check your learning







Forum



Discussion

Include a variety of activities in the module. Try to incorporate at least one activity with each content block. Activities may include filling in real forms, participating in discussions, preparing written answers, etc.

 <p>Summary</p>	<p>Include a summary section for the module. Summarize key information from the module.</p>
 <p>Summary or Review Activity</p>	<p>Follow-up the summary with a review activity. Suggested activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fill in the blank or cloze activity <input type="checkbox"/> Vocabulary/definition matching activity
 <p>Post Self Survey</p>	<p>Create a Post Self Survey related to the learning outcomes.</p> <p>Include the Essential Skills Indicator post-test to wrap-up the lesson.</p> <p>The Essential Skills Indicator can help the learner(s) understand their Essential Skills levels. They can be accessed on the Human Resources and Skills Development Canada website. http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/general/online_indicator.shtml</p>
 <p>Certificate</p>	<p>Prepare a certificate for the learner(s) upon completion of the module.</p>



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